

Rutgers University
Graduate School of Education
Department of Educational Psychology
Special Education

15:293:533 Assessment and Measurement for Special Education Teachers [3 credits]

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Online

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Course Description:

This course provides students with the knowledge, skills, and understanding of assessment issues related to students in general and special education settings. Topical coverage includes the types and characteristics of assessments, an introduction to formal and functional assessment in special education, and the use of assessment information to determine special education eligibility, identifying current academic and non academic performance, setting instructional goals, monitoring progress, and determining the effectiveness of instruction. Current legal and ethical issues in assessment are discussed including participation in state and local assessment programs, appropriate grading and testing accommodations, and assessment of students from diverse backgrounds.

Course Objectives:

Parenthetical information relates to New Jersey Professional Teaching Standards (NJPTS) and Council of Exceptional Children Common Core Knowledge and Skills Base for Beginning Special Education Teachers (CEC CC). This course meets the New Jersey requirement for instructional content formal and informal (functional) assessment in special education leading to the endorsement in Teacher of Students with Disabilities.

1. Students will identify and describe the role of assessment in eligibility for special education, determining present levels of performance, planning instruction and monitoring progress. (PTS 5il; CEC CC 1K6, CC8K3, CC8S6).
2. Students will identify legal and ethical issues in assessment of children in general and special education programs. (CEC CC 8K2).
3. Students will demonstrate knowledge of basic terminology and concepts related to assessment, including the application and interpretation of scores, test development, standardization and norming procedures, test reliability and validity and bias. (PTS 5il,2; CEC CC 8K1).
4. Students will be able to select and administer informal and formal assessment instruments related to reading, written language, math, classroom performance, behavior, transitional planning and other non academic areas. (PTS 5iii,2,3; CEC CC 8K4, CC 8S2).
5. Students will interpret assessment data to determine present levels of educational performance in a range of academic and non academic areas, to evaluate instruction and to monitor

performance of individuals with exceptional learning needs. (PTS 5ii1, iii4; CEC CC 8S5, CC 8S8).

6. Students will develop and use appropriate formative and summative evaluation tools for lesson and unit planning and instruction. (PTS 5iii1; CEC CC8S8).

7. Students will interpret scores and reports from Child Study Team assessment in light of eligibility decision, IEP development and development of instructional programs for students in special education. (PTS 5iii1; CEC CC 8S6).

8. Students will communicate both orally and in writing appropriate and professional summaries and descriptions of students' academic and non academic performance based on assessment data. (PTS 5iii3, CEC CC 8S7).

9. Students will identify current issues and practices in grading and evaluating students with and without disabilities including the needs of ELL students and other diverse populations, testing and grading modifications and accommodations and participation in state and local assessment programs. (CEC CC 8K5).

Required Text:

Nitko, A. J., & Brookhart, S. M. (2011). *Educational Assessment of Students*. (6th ed.). Boston, MA: Pearson Education, Inc.

Supplemental Materials:

NJAC 6A:14 New Jersey Special Education

Regulations: <http://www.state.nj.us/education/code/current/>

Parental Rights in Special Education (PRISE): <http://www.state.nj.us/education/specialed/form/>

Individualized Educational Program (IEP). This website provides information about the components of IDEA and the

IEP. <http://idea.ed.gov/explore/view/p/.root.dynamic.TopicalBrief,10>.

IDEA 2004 Model Form (IEP). This website provides a model form of an IEP.

<http://www.state.nj.us/education/specialed/form/>

The IRIS Center

<http://iris.peabody.vanderbilt.edu/index.html>

NJDOE Bilingual Website: <http://www.nj.us/education/bilingual>

Assignments:

Online Attendance and Participation. Students are expected to attend each class promptly and meaningfully participate. In an online course this means faithful and relevant involvement in ***each and every*** online discussion threads. A lack of meaningful participation will affect your final grade.

The following is what makes for a good response in a threaded discussion group from a grading perspective: I expect you to post thoughtful, well reasoned expressions of your ideas about the topics and questions at hand and respond to your classmates' ideas in the same way. Participate early (E), thoughtfully (T) and frequently (F) in each of the Unit Discussion Threads - [Remember: ETF].

Operationally this means responding thoughtfully to each assigned Discussion Thread at least one time by Thursday and then responding thoughtfully to a minimum of three of your classmates by Saturday. Except for Unit 1, which begins on a Tuesday, all units will be available on Monday and they will remain available for "discussion" until Sunday. Generally, Sunday comments do not lend themselves to interaction among classmates, so please do not wait until the last minute. "Thoughtfully" means I can readily tell that some focused cerebral energy went into the formulation of what you decided to share. I ask that you respond **vigorously and early** to my questions and your classmates' responses. Obviously, how well you do this has an impact on your class participation grade, which necessarily carries more weight in an online class. **Remember: early, thoughtfully, and frequently!** Please do not wait until the last day of a week.

N.B. – In an effort to assure a successful beginning, Unit 1 will remain open for two weeks and will overlap with Unit 2 to provide additional “start up” time for those who arrive late and to accommodate for any delays in acquiring texts. Remaining Units will have a one week time span.

Required Readings and Homework. Students should read, review, and digest required readings, IRIS Modules, etc., **prior** to each week's class and be prepared to ask questions and discuss the material.

Disability Research Paper. Each student will write a research paper on a specific disability. ***This is a 5 (not 6) page research paper (not counting Title Page & References Page) dealing with one of the following disabilities:***

- Specific Learning Disability (SLD)
- Other Health Impaired (OHI) [ADHD falls into this disability category]
- Emotionally Disturbed
- Autism
- Auditorily Impaired
- Visually Impaired
- Cognitively Impaired
- Traumatic Brain Injury
- Preschool Child with a Disability

You may also choose either of the following “special” areas:

- English Language Learner (ELL)
- Gifted & Talented

Using a minimum of 4 substantial sources (e.g., peer reviewed journal articles, monographs, not more than one very recent text) discuss your chosen disability (or special area), making sure to address (at a minimum) the following components ():*

- Disability Definition & NJAC 6A Definition
- Identification
- Prevalence
- Causes
- Psychological & Behavioral Characteristics
- Educational Considerations (programs, related services, etc.)
- Assessment Practices
- Modifications & Accommodations in assessment, general education, & special education
- Early Intervention Considerations
- Transition Considerations

Be sure also to provide

[SUGGESTION: USE THESE TOPICS AS SECTION HEADINGS IN YOUR PAPER]

Important: All choices must be approved by me in advance and no later than . Make your choice sooner rather than later. Don’t wait until the last minute. And don’t forget APA. [Due Date:]

Disability Research Paper Assignment Rubric:
20 Possible Points

CATEGORY	5	4	3	2	1
All Components Included * (see above)	1 error and/or omissions	2 or 3 errors and/or omissions	4 errors and/or omissions	5 errors and/or omissions	6 or more errors and/or omissions
Minimal Grading Criteria ** (see below)	0 errors and/or omissions	1 or 2 errors and/or omissions	3 errors and/or omissions	4 errors and/or omissions	5 or more errors and/or omissions

Focus, Integration, and Cohesiveness	Entirely focused, integrated and cohesive	Mostly focused, integrated and cohesive	Somewhat focused, integrated and cohesive	Significant lapses in focus, integration and cohesion	Entirely lacking focus, integration and cohesion
Presentation: APA, formatting, citation requirements, grammar, mechanics, etc. ** (see below)	2 errors and/or omissions	3 errors and/or omissions	4 errors and/or omissions	5 errors and/or omissions	6 or more errors and/or omissions

[Due Date:]

ADDITIONAL INFORMATION TO ASSIST WITH ASSIGNMENT COMPLETION:

() Minimal Grading Criteria:**

Topic approved according to schedule
 Paper submitted on due date
 Title Page included
 Abstract included
 References Page included
 At least one properly cited direct quote included
 Paper does not rely too heavily on quotations
 4 substantial sources used
 Person-first language used
 Proofreading apparent in terms of punctuation, spelling, and complete sentences
 Proofreading apparent in terms of grammar, style, and vocabulary

() Formatting Requirements:**

12 point font
Times New Roman or *Courier* typestyle (something “professional”)
 Paper double-spaced, including References page
 1 inch margins used on all pages (left, right, top, bottom)

Justified left margin
 Right margin “ragged”
 First line of every paragraph indented
 Page numbers included in upper right hand corner of each page

() Citation Requirements:**

Sixth Edition of the APA Manual and/or APA websites were consulted
 Last name(s) of author(s) and year of publication provided for regular citations and paraphrases
 Page number provided for direct quotes
 Paraphrased information is **in my own words and in my own sentence structure**
 Direct quotes included exactly as written in source cited
 Direct quotes fewer than 40 words indicated by quotation marks
 Direct quotes longer than 40 words indicated by block indenting
 “As cited in” format used to indicate sources cited by my references and not actually read by me
 References page includes all sources cited in the paper and no others
 All references are properly cited on References page

Classroom Test Design. After identifying a specific grade level and a specific subject area, you will design a test with 8 multiple choice questions, 8 matching questions, 5 true and false questions, and one essay question using the information you will find in Part II of Nitko & Brookhart: *Crafting & Using Classroom Assessments*. **[Due Date:]**

Classroom Test Design Assignment Rubric:
15 Possible Points

CATEGORY	3	2	1
All Required Components Included	X	1 error and/or omission	2 errors and/or omissions
8 Multiple Choice Items With Clear, Specific Directions	1 error and/or omission	2 errors and/or omissions	3 errors and/or omissions
8 Matching Questions With Clear, Specific Directions	1 error and/or omission	2 errors and/or omissions	3 errors and/or omissions

5 True/False Items With Clear, Specific Directions	1 error and/or omission	2 errors and/or omissions	3 errors and/or omissions
1 Essay Question With Clear, Specific Directions	X	1 error and/or omission	2 errors and/or omissions
Presentation: formatting, grammar, mechanics, etc.	X	1 error and/or omission	2 errors and/or omissions

[Octobert]

Developing an Assessment Plan. Using a unit plan of your own interest and design, develop a corresponding assessment plan that closely follows the examples of Figures 6.2 and 6.3 on pages 110 and 111 of your text. Be sure to include the following:

Long Term Plan (Figure 6.2)	Assessment Activity Plan (Figure 6.3)
Grade level / Subject area	Techniques & Assessment purpose, activity, follow-up action (use)
General learning target	Pretest
Time frame	Lesson breakdown
Formative assessment	Observation & oral testing
Summative assessment	Homework
Weights	Quizzes
	Independent investigation (performance assessment)
	End-of-unit test
	* IMPORTANT! – Identifying the “ <i>actions</i> ” to take is a critical element of this part of the assignment!
	** It is possible that your techniques may differ from the model.

Developing an Assessment Plan Assignment Rubric:
15 Possible Points

CATEGORY	5	4	3	2 / 1
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All components included in both Long Term Plan & Assessment Activity Plan	1 error and/or omissions	2 or 3 errors and/or omissions	4 errors and/or omissions	5 or more errors and/or omissions
Coordination between Long Term Plan & Assessment Activity Plan	Entirely integrated and cohesive	Mostly integrated and cohesive	Somewhat integrated and cohesive	Significant lapses in integration and cohesion
Presentation: formatting, grammar, mechanics, etc.	1 error and/or omission	2 or 3 errors and/or omissions	4 errors and/or omissions	5 errors and/or omissions

[Due Date:]

IEP Development & New Jersey Model Form. A case study will be provided from which you will develop the following IEP components: Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Modifications, & Accommodations. Program recommendations will also be required. In addition to your text, you will find relevant information at the websites listed under Supplemental Materials. Your assignment is to be submitted in the format of the IDEA 2004 Model Form (IEP).

IEP Development & NJ Model IEP Form Assignment Rubric:
15 Possible Points

CATEGORY	3	2	1
All required components are included and correctly completed on NJ Model IEP Form	1 error and/or omissions	2 or 3 errors and/or omissions	4 errors and/or omissions
PLAAFP clearly lays foundation for Goals, Objectives,	Concise and clearly written PLAAFP fully and effectively	Concise and clearly written PLAAFP mostly lays the	PLAAFP Partially lays the Foundation.

Modifications, & Accommodations	lays the foundation	foundation	
Goals, Objectives, Modifications, & Accommodations are appropriate and specific to the unique characteristics of the student	Entirely appropriate and specific to the unique characteristics of the student	Mostly appropriate and specific to the unique characteristics of the student	Somewhat appropriate and specific to the unique characteristics of the student
Program Recommendations are comprehensive, appropriate and conform to LRE requirements	Program Recommendations entirely address student's needs and satisfy LRE requirements	Program Recommendations mostly address student's needs and satisfy LRE requirements	Program Recommendations partially address student's needs.
Presentation: formatting, grammar, mechanics, etc.	1 error and/or omission	2 or 3 errors and/or omissions	4 errors and/or omissions

[Due Date:]

ADDITIONAL INFORMATION TO ASSIST WITH ASSIGNMENT COMPLETION:

REQUIRED NJ IEP PAGES:

- IDENTIFYING INFORMATION: PAGE 1
- PLAAFP: PAGE 2
- GOALS & OBJECTIVES: PAGE 9
- MODIFICATIONS & ACCOMMODATIONS: PAGE 9
- PROGRAM RECOMMENDATIONS: PAGE 16 (*STATEMENT OF SPECIAL EDUCATION & RELATED SERVICES*)

Additionally...

Access the IEP Development folder in Doc Sharing. It contains the Rose Schmidt Case Study that you will need to review for this assignment in conjunction with your readings in Nitko & Brookhart. Also included in this folder are documents to assist with understanding specific aspects of the major tests that were used in the evaluation of Rose Schmidt.

Use the NJ IEP Form. Do not create your own format. Do not use your district's IEP. Use the NJ IEP Form.

There is a file in the IEP Development folder entitled *Instructional NJ Model IEP Form*. This file contains clear instructions regarding which IEP pages need to be completed and which do not need to be completed and submitted.

Make sure your PLAAFP is written in sentence / paragraph form as opposed to an outline or bulleted presentation.

There should be a clear correspondence between information discussed in the PLAAFP and the Special Education Program & Related Services that are recommended.

In "laying the foundation," the PLAAFP should also include some mention of student strengths.

As you consider your programming recommendations (Statement of Special Education & Related Services), be sure to review NJAC 6A: 14 (Subchapter 4: Program & Instruction).

Duplicating certain pages of the NJ IEP Form is permissible and, likely, necessary; especially page 9 which contains Goals & Objectives as well as Modifications & Accommodations. You should have at least one Goal for each area of need, e.g., Reading, Mathematics, Social Skills, etc.

Although the student being evaluated is currently a private school student, program recommendations should be made as if she will be attending a public school.

All areas of need should be addressed, including Related Services.

Only submit completed sections of the NJ Model IEP Form. For example, there is no need to submit a Transition Plan or a BIP since they are not the focus of this assignment. This will be true of other sections as well.

RTI Video. The LRP video entitled *Getting Ready for RTI* is located in Course Home. It is placed there so that you may view it at a time convenient to you. Viewing is not required until the week of November 4th.

Quiz. There will be one quiz during the semester. The quiz may cover any material from readings, threaded discussions, video viewings, etc. **[5 Points]**

Final Exam. A cumulative final exam will be available on December 16th. It is due back to me no later than December 19th. No exceptions! **[10 Points]**

Course Announcements:

It is critical that you look here on a regular basis for updates and clarifications. Currently you will note separate announcements on the following topics:

- Participation: Discussion Threads / Posting Responsibilities
- Warning: Online Timeout
- Person-first Language

Grading Criteria:

Each assignment has a corresponding point value and the total number of points is used to calculate the final grade. **No extra credit is available.** Late assignments will only be accepted with **advance permission** of the instructor. Any such situations must be discussed with me **prior** to the due date of the assignment. **Late assignments are not eligible for maximum credit or a grade of A.** Lengthy “disappearances” from eCollege will also be problematic.

Point Values:

AREA	POINTS
Attendance & Participation	20
Disability Research Paper	20
Classroom Test Design	15
Assessment Activity Plan	15
IEP Development	15
Quiz	05
Final Exam	10

Grades to Points:

GRADE	POINTS
A	93-100
B+	87-92
B	81-86
C+	77-80

C	70-76
F	Under 70

Other Course Information:

Writing Requirements & APA. All assignments should be typed, double spaced, and neat. Please use 12-point font in a traditional/professional font, e.g., Time New Roman. Research papers should be completed using **APA Format (6th Edition)**. **[If you have APA questions, ask them before and not after an assignment is submitted.]**

It is important that you review the APA Publication Manual (6th Ed.) and / or the APA websites located in the Course Webliography. Pay particular attention to the following APA conventions:

Title Page
Running head
Pagination
Abstract
Keywords
Introduction
References Page
Format for References
Citations in Paragraph
Citations in Parentheses

Discussion Thread postings **do not** follow APA format. Neither should these contributions be considered so informal, however, as to include texting abbreviations (IMHO) or keyboard emoticons ☺.

Submission of Written Work. All written work will be submitted through uploads to Dropboxes. Make sure to save your own copies! **Please submit documents in word format and be certain to include your name on the document itself AND as part of the file name, e.g., D Jeter Disability Research Paper.**

Email Response. I **intend** to respond to all emails sent to me as long as the quantity is reasonable and the topics are pertinent. **Likewise, I would appreciate a response to all emails I send to you.** This pertains to those that accompany returned work, individual contacts, anything. I need to know that you are in continuous communication with me. A simple “I received this” or “I got the message” relieves my anxiety. If you don’t receive an email response from me, try a second time! Depending entirely on technology can be a slippery slope. Please use my Rutgers email: rkmowl@rci.rutgers.edu

Due Dates. Assignment Due Dates are specifically noted on the **Syllabus Schedule**. If you are uncertain about something (anything), please contact me. **Unless it is absolutely impossible, please submit assignments on the exact date they are due.**

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity:

The Office of Student Conduct supervises issues related to violations of academic integrity(see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Schedule

DATE	TOPICS	ASSIGNMENTS	READING
Unit 1	Syllabus Introductions <ul style="list-style-type: none">• Classroom Decision Making & Using Assessment• Describing the Goals & Learning Targets of Instruction	Obtain Topic Approval for Disability Research Paper by September	Course Announcements (CA) Chapters 1 & 2 (NB) NJAC 6A:14 PRISE
Unit 2	<ul style="list-style-type: none">• Validity of Assessment Results• Reliability of Assessment Results		Chapters 3 & 4 (NB) Appendices I & J (NB)
Unit 3	<ul style="list-style-type: none">• Professional Responsibilities, Ethical Behavior, & Legal Requirements in Educational Assessment		Chapter 5 (NB) Appendices A, B, & C (NB)
9/2	<ul style="list-style-type: none">• Planning for Integrating		Chapters 6 & 7 (NB)

Unit 4	<p>Assessment & Instruction</p> <ul style="list-style-type: none"> • Diagnostic & Formative Assessments 		
Unit 5	<ul style="list-style-type: none"> • Completion, Short Answer, & True-False Items • Multiple Choice & Matching Exercises • Essay Assessment Tasks 	Disability Research Paper Due	Chapters 8, 9, & 10 (NB)
Unit 6	<ul style="list-style-type: none"> • Higher-Order Thinking, Problem Solving, & Critical Thinking • Performance & Portfolio Assessments 		Chapters 11 & 12 (NB)
Unit 7	<ul style="list-style-type: none"> • Preparing Students to be Assessed & Using Students' Results to Improve Assessments • Evaluating & Grading Student Performance 	Classroom Test Design Assignment Due	Chapters 13 & 14 (NB)
Unit 8	<ul style="list-style-type: none"> • Standardized Achievement Tests • Interpreting Norm-Referenced Scores 		Chapters 15 & 16 (NB)
Unit 9	<ul style="list-style-type: none"> • Traditional SLD Identification • IQ-Achievement Discrepancy Approach • Major Tools (WISC IV / WJ III) 		Unit 9 Folder (DS)
Unit 10	<ul style="list-style-type: none"> • RTI Approaches • Universal Screening • CBM & Progress Monitoring • SLD Identification • Efficacy & Fidelity 	Developing an Assessment Plan Assignment Due	Unit 10 Folder (DS) View RTI Video (Course Home)
Unit 11	<ul style="list-style-type: none"> • Developing & Using Classroom-Based Diagnostic Tools Linked to Intervention: Reading / Writing / Spelling 		Unit 11 Folder (DS)
Unit 12	<ul style="list-style-type: none"> • Developing & Using Classroom-Based Diagnostic Tools Linked to Intervention: Math 		Unit 12 Folder (DS)

Unit 13	<ul style="list-style-type: none"> Approaches & Tools Used by Collaborating Specialists: Speech-Language, OT, PT 	IEP Development and NJ Model Form Assignment Due	Unit 13 Folder (DS)
Unit 14	<ul style="list-style-type: none"> Working with ELLs Assessment Issues & Practical Approaches Linked to Intervention 		Unit 14 Folder (DS) NJDOE Bilingual Website: http://www.nj.us/education/bilingual
Unit 15	<ul style="list-style-type: none"> Social Skills & Behavior Using Diagnostic Tools to Support Intervention Planning 		Unit 15 Folder (DS)
	FINAL EXAM	Out: Due:	

NB = Nitko & Brookhart text
CA = Course Announcements
DS = Doc Sharing